

**Suggested Teaching Components**

- Use appropriate vocabulary
- Listen to a recount
- Ask and answer questions about a recount
- Follow the text structure and language features of a recount
- Give a recount in correct sequence
- Develop self correction techniques through paying attention to articulation, intonation, stress, rhythm, phonological features at word, phrase and clause level

**Suggested Themes, Topics and/or Experiences**

Personal experience, e.g. migration, field trips, literature themes, historical characters and events, journal, celebrations, holidays, environment

**Suggested Assessment Tasks**

- Give a short recount on a familiar topic
- Respond to recount, e.g. answer multiple choice, true/false questions
- Retell what someone else has just said.

**Sample Strategies****Teacher directed**

- Build field knowledge with the use of pictures, videos, diagrams, word banks etc.
- Introduce recounts through the use of visuals, videos, audio tapes etc.
- Use picture supported recount to analyse the text structure and language features
- Develop a question chart to encourage students to express feelings and attitudes in an oral recount

**Joint/guided construction**

- Complete dictagloss to encourage student interaction by retelling of events
- Use flashcard prompts to assist students presenting independent recounts with key structural words, e.g. Who? Where? When?
- Use text timelines, e.g. 'My Life'
- Label pictures with appropriate language features, e.g. first, next, finally

**Independent construction**

- Give anecdotal recount
- Retell recount using photo/picture
- Play games, e.g. board game (with events/themes on board), barrier games
- Listen to a recount and sequence pictures